DOCUMENT RESUME

ED 048 920 PS 004 115

AUTHOR	Borowitz, Gene H.; And Others
TITLE	Play Behavior and Efficacy in Ghetto Four-Year-Olds: Organization and Psychosexual Content of Play.
INSTITUTION	Illinois Univ., Urbana. Dept. of Psychology.; Institute for Juvenile Research, Chicago, Ill.
SPONS AGENCY	Illinois State Dept. of Mental Health, Springfield.; National Institutes of Health (DHEW), Bethesda, Md.
PUB DATE	70
NOTE	31p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	*Behavioral Science Research, *Behavior Rating Scales, Child Development, Ghettos, Interaction, Interpersonal Competence, Negro Youth, Observation, *Play, *Preschool Children, Sex Differences
IDENTIFIERS	*Efficacy, Play Session Behavior Scale, Psychosexual Content of Play Scale

ABSTRACT

Effectance, defined as the child's independent, effective interaction with people and things, is studied through observation of the play of 36 preschool low income black children. The children were observed and filmed in semi-structured play sessions, primarily with family dolls, doll furniture, and small baby bottle. Instruments used were: (1) the Play Session Behavior Scale, which includes 22 variables defining organization, involvement, and interpersonal responsiveness in play, and (2) the Psychosexual Content of Play Scale, which includes 13 variables defining the amount of content reflecting each of the five early psychosexual stages of development. It is concluded that: (a) Effective functioning as a learner at age 4 requires skills which became crystallized during the Anal Retentive stage, such as the ability to persist in tasks, take pleasure in accomplishments, and look for rules and order; and (b) Optimal functioning as a learner at age 4 is facilitated by skills arising out of the Phallic stage, such as curiosity, self-assertion, and an emerging sense of where one fits in the social order. Statistical tables and an appendix consisting of the instruments and rater's manual used comprise almost half of the document. (Author/NH)

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Play Behavior and Efficacy in Ghetto Four-Year-Olds: Organization and Psychosexual Content of Play[1]

Gene H. Borowitz, M.D., Joan Costello, Ph.D., and Jay G. Hirsch, M.D.

Institute for Juvenile Research
and
University of Illinois, Department of Psychiatry[2,3]

In previous communications the authors reported observations of four-year-old black children's play behaviors (Hirsch, Borowitz, Costello 1970). We stressed the value of play observations for the study of competence and demonstrated high levels of association between play behaviors and a variety of other measures. The factors which emerged as most salient in our play behavior studies of competence were a complex of variables representing the child's interactions with *People* and with *Things*.

During the course of our studies of ghetto four-year-olds, we have become increasingly aware of the need to distinguish between the terms competence, sense of competence, and effectance. White (1963) describes the sense of competence as an outcome of the child's satisfactory development and as a reflection of the child's belief that he can be effective in his world. To study a child's sense of competence one needs access to his private, subjective world. The preschool child's cognitive organization and language skills make the communication of this internal affective world both difficult and unreliable.

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In addition, the sense of competence is not crystallized in young children; it becomes integrated concomittant with the developments of later childhood and adolescence (White, 1963). For these reasons we have chosen to focus our more recent work on *effectance*, which we define as a child's *independent, effective interaction with his world of people and things*.

The purpose of this study was to further refine the assessment of effectance through observations of children's play. Our intention in this paper is to focus on the components of effective behavior rather than to recommend our instruments for screening and predictive purposes. These applications were important considerations in beginning this work several years ago and continue to be an important goal.

Method

Subjects

Thirty-six preschool children ranging in age from 4 years, 2 months to 5 years, 5 months were the subjects of this study. The mean age was 4 years, 10 months; mean Stanford Binet IQ was 96.1. There were 21 boys and 15 girls. All the children lived in a public housing project on Chicago's West Side and attended the research preschool of the Dr. Martin Luther King Family Center. These children come from families which average 6 children and median income was at, or slightly above, the poverty level (using $3,600/year for a family of 4 as the standard), with parental education averaging approximately grade 10. All of the families were black. Almost

all of the children were born in Chicago and a majority of the parents were also born in the North.

Procedures

The children were observed in semi-structured play sessions which were filmed on 16 mm silent movie film and simultaneously tape recorded. Play sessions took place in an observation room on the second floor of the preschool center after the children had been in school about three months. All the children had previous experience in the observation room and with the white, male, psychiatric examiners who visited their classrooms weekly. The children viewed the psychiatrists as men who would play with them and who enjoyed watching them play. They were popular with the children, who would eagerly volunteer to come upstairs with comments such as, "It's my turn now," "I wanna play with you now," etc. Children often tried to get an extra "turn" by pretending they hadn't yet been upstairs. Children were assigned to examiners to roughly equate the numbers of boys and girls seen from each classroom. The examiner came to the classroom and invited the child to come upstairs to play. For the first ten minutes the child and examiner played with a mystery box which contained several toys and some candy. The candy was transferred to a cup to be eaten whenever the child wished. The examiner then introduced the semi-structured play, at which point the filming began. The examiner took doll furniture and bendable black dolls from a sack and placed them on the table,inviting the child to play. The doll

family included a father, mother, brother, sister, and baby. The furniture included kitchen pieces (refrigerator, stove, sink, table, and benches), bathroom pieces (toilet and bathtub), beds (two twin and one double), and a small baby bottle. Each functional group of furniture was color-coded to facilitate identification. Although there were other toys available in the room (including a plastic basin with water, a nursing bottle, squirt bottle, and two small boats), most of the children played primarily with the family dolls and furniture.

Each child was allowed to play with the doll family and furniture for eight to ten minutes. The examiner then suggested that the child leave those toys and move to another part of the room to play with the building blocks. The examiner asked him to "build a house like the one you live in" and also to tell a story about what he had built.

The camera and cameraman, located in the next room, were visible through an open window. Almost all of the children noticed the camera, asked about it, and were told that "the man is taking movies of us while we play." The filming lasted approximately 14 minutes, usually finishing while the children were engaged in the block play.

The Instruments

Two scales were developed as refinements of our earlier Play Session Rating Scale (Hirsch, Borowitz, and Costello 1970; Borowitz, Hirsch, and Costello 1970). These scales were, (1) *Play Session Behavior Scale*, which includes 22 variables

defining Organization, Involvement, and Interpersonal Responsiveness in play, and (2) *Psychosexual Content of Play Scale*, which includes 13 variables defining the amount of content reflecting each of the five early psychosexual stages of development. The variables represented by each scale are listed in Table 1. All variables were rated on 6-point scales. The Play Session Behavior Scale was applied to the filmed doll play segment only. The Psychosexual Content of Play Scale was applied to both the doll play and the block building segments.

The Kohn Competence Scale (Kohn and Silverman 1966) and the Costello, Hirsch, and Martin Effectiveness Scale (1969) were used for validation purposes. Both scales are rated from observations of classroom behavior.

Raters

Play Session Behavior Scale. Two research assistants, who worked with the authors in refining the scale, served as judges. The authors and the research assistants established satisfactory agreement on 10 films. A sum of the two research assistants' ratings was used in the data analyses. (See Appendix for details of scale.)

Psychosexual Content of Play Scale. The two psychiatrists rated these variables independently. Ratings for each of the five psychosexual stages were made for, (a) the doll play, and (b) for the child's general behavior. The block play

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only permitted ratings on the two anal stages and the phallic stage. The sum of the two psychiatrists' ratings was used in the data analyses.

Play themes, behavior during play, interaction with the examiner, and affects during play were identified as being representative of each of the five developmental stages which was rated. These behaviors were catalogued in a Manual. (See Appendix)

Results

Rater Agreement

The Play Session Rating Scale, which includes 22 variables defining organization, involvement, and interpersonal responsiveness in play, was used by two research assistants to rate children's play behavior. Pearson correlations were used to estimate their agreement and ranged from $r = .83$ to $r = .99$ for individual variables. Rater agreement correlations based on aggregate scores, in which two or more variables were added together, were all above $r = .90$.

The Psychosexual Content Scale included 13 variables rated by two child psychiatrists (Borowitz and Hirsch). Pearson correlations for 9 variables were $r = .71$ to $r = .92$ and for the remaining 4 were $r = .52$ to $r = .67$. Highest agreements ($r = .79$ to $r = .85$) were obtained for judgements based on block play. Lowest agreements were obtained for judgements of oral aggressiveness and anal expulsiveness in doll and furniture play.

Sex Differences

Girls scored significantly higher than boys on the Organization variables (order, sequence, variety, reflection, attention). None of the variables reflecting Involvement (interest, style, initiative, effectiveness) or Interpersonal Relatedness (with examiner and dolls) significantly differentiated boys and girls, although all means were higher for girls than for boys. Boys demonstrated more anal expulsive (messy) play than girls (boys, $\bar{x}$ = 29.05, girls, $\bar{x}$ = 18.33, t = 3.03, p < .01). There were no other sex differences in the Psychosexual Content variables.

Intelligence

Table 2 presents correlations of Stanford Binet IQ with the Play Session Behavior Scores and the Psychosexual Content Scores. Moderate correlations were found for Organization (r = .49), Involvement (r = .46), and Quantity of Anal Retentive Play Content (r = .49).

Classroom Differences

The children in this study were placed in either of two classrooms, one a heterogeneous group and the other an entire class of children initially judged to be of low effectance by social workers. There was only one classroom effect. More positive feelings were expressed between dolls by the heterogeneous class ($\bar{x}$ = 4.8) than by the homogeneous class ($\bar{x}$ = 3.3). Looking at the data by effectance quartiles, it is apparent that the highest effectance group scores much

higher than other groups on positive as well as negative feelings expressed between dolls. Thus, the classroom effect on this variable appears to be contributed largely by the high effectance children in the mixed class.

Examiner Differences

There were significant examiner differences on Interpersonal Relatedness (aggregate score) and on the rating of clumsiness in handling toys. Each examiner had equal proportions of children from the two lowest effectance quartiles. However, they had unequal proportions of children from the two highest quartiles. Scores were consistently higher for the examiner who saw the largest number of highest quartile children. Since effectance quartile was determined from teacher-rated competence scales, and the play sessions were rated by research assistants, not the examiners, it is reasonable to conclude that the apparent difference between examiners is due to child variance.

Validation

The Factor I Score of Social Competence Scale. Developed by Martin Kohn (1966) this scale has been an important criterion for us because of the Factor I Score's usefulness as a predictor of classroom functioning. However, the number of variables, the level of inference involved in rating them, and their vagueness has made the scale cumbersome for teachers and researchers to use. The Factor I Score has continued to

be our one dependable measure of overall child functioning and we consequently used it as a criterion for validation of these scales. Table 3 presents Pearson correlations for Kohn Factor I Competence Scores and the eight aggregate scores from our two play session scales. For the Play Behavior Scale, the highest correlation with competence is the aggregate Interpersonal Relatedness Score ($r = .52$), followed by Organization ($r = .42$) and Involvement ($r = .48$). An analysis of variance for competence quartiles reveals that significant main effects are due to the difference between the highest and the two lowest competence groups. The pattern of correlations between quantity of play content of each psychosexual stage and Kohn Competence Score is quite interesting. The correlations with Phallic Intrusiveness ($r = .68$) and Anal Retentiveness ($r = .43$) are statistically significant at $p < .01$ and $p < .05$, respectively. These are the two highest psychosexual stages rated. There is no relationship between Competence score and either Oral Aggressiveness ($r = .01$) or Anal Expulsiveness ($r = .10$) and a negative relationship with Oral Receptiveness ($r = -.43$), significant at $p < .05$. The reader will recall that the presence of each type of psychosexual play content was judged independently so a child could have a lot of each type of content, little of each, or some mixture. These relationships may be summarized as follows:

1. Competence in Kohn's sense is associated with substantial phallic and anal retentive play content.

2. Competence is associated with limited oral receptive play content.

3. Competence is unrelated to the presence or absence of content from the middle two stages, i.e., oral aggressive and anal expulsive play content.

Teacher Judgements

A total Effectance Score from a scale designed for teacher use in rating children's effective classroom behavior was related to the eight aggregate scores of the Play Behavior Scale and Quantity of Psychosexual Content Scale. Pearson correlations are of the same order as those reported for the Kohn Competence Score. Moderate positive correlations were found for the three play behavior scores (Organization, $r = .42$; Involvement, $r = .47$; and Interpersonal Relatedness, $r = .51$) and for quantity of Phallic ($r = .62$) and Anal Retentive ($r = .46$) play content. A negative relationship ($r = -.43$) was found with quantity of Oral Receptive content. No relationship was found between teacher scores and quantity of either Oral Aggressive or Anal Expulsive play content (see Table 3). Relationships to Classroom Rating Scale are essentially the same. This scale is an observer version of the teacher scale and was rated by the research assistants.

Intercorrelations: Play Session Variables

Table 4 presents the matrix of correlations between the Play Behavior Scores (Organization, Involvement, Interpersonal Relatedness) and quantity of the five stages of Psychosexual

Content. The Play Behaviors represent skill and style of approach to materials and people while the Content variables reflect the meaning of the child's play themes.

The correlations proceed from high positive at the more mature developmental stages to moderate negative for the less mature stages. High quantity of Phallic and Anal Retentive play is positively associated with Organization, Involvement, and Interpersonal Relatedness behaviors. Phallic play consistently has the highest associations with these behaviors ($r = .78$, $.79$, and $.77$), while Anal Retentive play has its highest association with Organization ($r = .74$) followed by Involvement ($r = .64$) and Interpersonal Relatedness ($r = .45$). Play reflecting the three less mature stages is negatively related to Organization, with all three correlations of about the same magnitude (Anal Expulsive, $r = -.44$; Oral Aggressive, $r = -.44$; Oral Receptive, $r = -.39$). Involvement and Interpersonal Relatedness behaviors have somewhat different patterns of association to these stages than for Organization. Neither has a significant relationship with Anal Expulsive or Oral Aggressive play, but both Involvement and Interpersonal Relatedness have significant negative relationships to quantity of Oral Receptive play.

To summarize the Table 4 Matrix: Organization, Involvement, and Interpersonal Relatedness are positively associated with high quantities of Phallic and Anal Retentive Play, and negatively associated with high quantities of Oral Receptive play. Organization is also negatively associated with

high quantities of Anal Expulsive and Oral Aggressive play.

Discussion

In the discussion we will attempt to clarify the meaning of effective behavior as we have defined and measured it and draw inferences from our results about the processes of learning at age four.

We defined this concept operationally as having three behavioral components. The Play Session Behavior Scale, consisting of 10 *Organization* variables, 5 *Involvement* variables, and 7 *Interpersonal Relatedness* variables, was applied to our filmed samples of children's play, and constituted the first aspect of our measurement task. When the ratings on these three components of effectance were compared with ratings of children's classroom behavior (Kohn Factor I Score and our Classroom Rating Scale) we found moderate and significant positive correlations with all three, i.e., Organization, Involvement, and Interpersonal Relatedness. This demonstrates substantial overlap between judgements of effectiveness from classroom behavior and those made from individual play sessions.

Our second task was to develop an instrument to reliably assess the extent to which each of the five psychosexual stages appeared in the content of the play. Our definition of psychosexual play content includes play themes, behavior during play, and affects expressed in play, which are grouped into different developmental stages. While we have used titles for the stages which traditionally refer to drive

development, our list of behaviors for each stage also includes aspects of object relationships (see Appendix). In evaluating children's play we were particularly concerned with determining the extent to which the child could differentiate people from himself and from one another and the level of sophistication he had in making these differentiations. We were, in essence, interested in determining what the child's impulses were, and toward what and whom they were directed.

The preschool child's play usually reflects psychosexual content from all levels of development. In our study the amount of play attributed to each of the developmental stages is relative to our population. No absolute standard of optimal quantity was used; the children were rated against their peers. The examiners, who have had wide experience in evaluating the play of young children, found the range of play behavior to be indistinguishable from that which they have observed in other children and settings.

Given our developmental orientation, we had hypothesized that the most effective children, would play out themes and conflicts associated with the highest level of development appropriate for their age, i.e., phallic stage. We related the quantity of play reflecting each of the psychosexual stages to the Organization, Involvement, and Interpersonal Relatedness dimensions from the Play Behavior Scale. Children whose play behavior yielded high effectiveness scores were those whose play reflected high quantity of phallic

content, (e.g., intrusiveness, triangular love-hate relationships) and moderately high quantity of anal retentive content (e.g., orderliness, parsimony, and obstinacy). The children who demonstrated low effectiveness were those who displayed high quantities of oral receptive content.

When we studied the children who demonstrated considerable amounts of *both* Phallic *and* Oral Receptive play, we found them to be children who were relatively effective in a one-to-one situation, but who demonstrated variable effectiveness in other settings and were likely to be judged poor performers in the classroom. It seems plausible that in the one-to-one setting, a child's early needs, reflected by the considerable amount of Oral Receptive play, can more easily be satisfied and the child can then go on to interact effectively with his environment. In the classroom, a child's intense needs for nurturance are less likely to be satisfied and his preoccupation with these unsatisfied needs can be presumed to interfere with his learning.

Our findings indicate that low effectiveness is associated with large amounts of Oral Receptive play. Large amounts of this type of play reflect preoccupations with early care, support, and protection. Questions are often raised about the adequacy of parental care of these low effective children. We *do not* believe these data are necessarily indicative of developmental problems emanating from inadequate care during the first year of life. On the contrary, our observations of

children and our knowledge of their families suggest that most of the low effective children are struggling with developmental difficulties appropriate to the second and third years of life. Often, a child does not play out the concerns and conflicts most closely related to his problems, but rather, through regression, expresses his concerns in play contents of earlier stages.

The negative relationship between our Organization and Involvement variables and the three less mature Psychosexual Content stages (Table 4) (i.e., Anal Expulsive, Oral Aggressive, and Oral Receptive) has important implications for our understanding of the process of learning at age four. We believe that Organization and Involvement are two behavioral dispositions essential for optimal learning in school, and probably in all environments. A child who is *organized* is able to focus our attention and to impose on his activities a degree of order, sequence, and connectedness. A child who is *involved* is one who is interested, takes initiative, and is effective in manipulation of materials.

If we are justified in taking children's play behavior as a reflection of their various skills and styles of approaching the world, it appears that children not only *need* the dispositions for learning which become crystallized during the Anal Retentive and Phallic stages, but they also must be able to *inhibit* the intrusion into play of concerns and behaviors appropriate to the earlier stages. The presence of large

quantities of play reflecting the three earlier stages, such as explosiveness, impulsiveness, rage, possessiveness, mistrust of adults, and concerns with nurturance and survival, interferes with the maintenance of the dispositions necessary for investment in learning.

We would draw the following conclusions:

1. Effective functioning as a learner at age four requires skills which become crystallized during the Anal Retentive stage, such as the ability to persist in tasks, to take pleasure in one's accomplishments, and to look for rules and order in the world. (It is probably for these reasons that the Stanford Binet IQ was most highly related to this stage.)

2. Optimal functioning as a learner at age four is facilitated by the presence of skills arising out of the Phallic stage, such as intrusive curiosity, vigorous but controlled assertion of one's self in relation to the environment, and an emerging sense of where one fits in the social order.

Table 1

Play Session Behavior Variables
Contributing to Aggregate Scores

Organization Score (sum of variables 1-10)

A. 1. Functional furniture combinations

2. Differentiation of dolls

3. Spatial organization of toys on table

4. Sequence of play

B. 5. Pieces of furniture used

6. Variety of furniture uses

7. Number of dolls used

8. Variety of doll roles

9. Reflectiveness in play

10. Attention focus

Involvement Score (sum of variables 11-15)

11. Interest in toys

12. Manner of handling toys

13. Initiative in using toys

14. Effectiveness in manipulating furniture

15. Effectiveness in manipulating dolls

Interpersonal Relatedness Score (sum of variables 16-22)

16. Viewer (rater) engagement with child and his play

17. Viewer enjoyment of film

18. Child's emotional comfort

19. Child's receptiveness to examiner

20. Child's extending himself to examiner

21. Positive feelings expressed between dolls

22. Negative feelings expressed between dolls

Table 2

Pearson Correlations:
Play Session Variables and Stanford-Binet I.Q.

Play Behavior (N = 35)	Pearson r	Play Content (N = 28)	Pearson r
Organization	.49**	Phallic	.29
		Anal Retentive	.49**
Involvement	.46**	Anal Expulsive	-.15
		Oral Aggressive	-.34
Interpersonal		Oral Receptive	-.13
Relatedness	.28		

* $p < .05$

** $p < .01$

Table 3

Pearson Correlations: Play Session Variables in Relation to Kohn Competence Factor I, Teacher Ratings, Classroom Ratings

Play Session Variables	Kohn Competence Factor I	Teacher Rating Scale (Total)	Classroom Rating Scale (Total)
Organization (N = 36)	.42**	.42**	.41*
Involvement (N = 36)	.48**	.47**	.49**
Interpersonal (N = 36)	.52**	.51**	.55**
Phallic (N = 29)	.68**	.62**	.66**
Anal Expulsive (N = 29)	.10	-.18	.22
Oral Aggressive (N = 29)	.01	-.12	.20
Oral Receptive (N = 29)	-.43*	-.42*	-.55**
Anal Retentive (N = 29)	.43*	.46**	.20

* $p < .05$
** $p < .01$

Table 4

Pearson Correlations: Play Behavior Variables in Relation to Quantity of Each Type of Psychosexual Play Content (N=29)

Psychosexual Play Content	Organization of Play	Involvement in Play	Interpersonal Relatedness
Phallic	.78**	.79**	.77**
Anal Retentive	.74**	.64**	.45**
Anal Expulsive	-.44*	-.34	-.16
Oral Aggressive	-.44*	-.25	-.08
Oral Receptive	-.39*	-.45**	-.40*

* $p < .05$

** $p < .01$

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Footnotes

1. This research was carried out at the Dr. Martin Luther King Family Center and was supported by the Kenneth F. Montgomery Charitable Foundation in collaboration with the State of Illinois Department of Mental Health. Additional support was provided by the National Institute of Health, General Research Support Grant #1-So 1 FR 05 666-01.

2. The authors express appreciation to Mrs. Antonia Knock and Mrs. Jackie Martin for valuable contributions to scale development, scoring of filmed material, data analysis, and morale. In addition, we are grateful to the children, parents, and staff of King Center who collaborated in this study.

3. Requests for reprints should be sent to:

Dr. Borowitz
Department of Psychiatry
University of Illinois at the Medical Center
P. O. Box 6998
Chicago, Illinois 60608

Appendix

I Play Session Behavior Scale 24

II Psychosexual Content of Play Scale 28

III Manual for Rating Psychosexual Content of Play 29

Play Session Behavior Scale

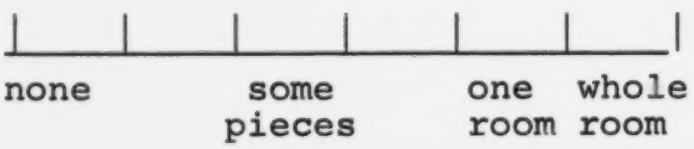
Name_____ Sex: M F Code #

Rater_____ Date_____ Rater Code_____

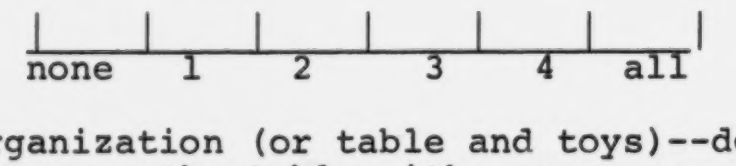
Organizational Aspects

A. *Order and Sequence of Play*

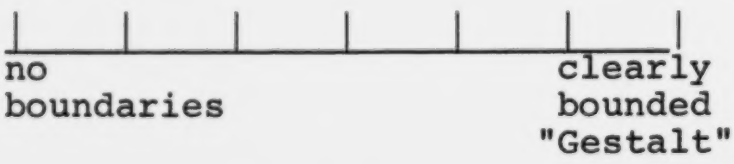
1. Furniture--does child make recognizable combinations with furniture pieces?



2. Dolls--are the roles of the doll family differentiated?



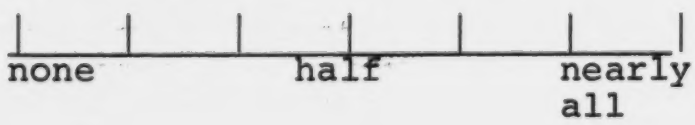
3. Spatial Organization (or table and toys)--does child organize toys on the table with some sense of enclosure or boundaries (independent of how he organizes the toys in relation to each other)?



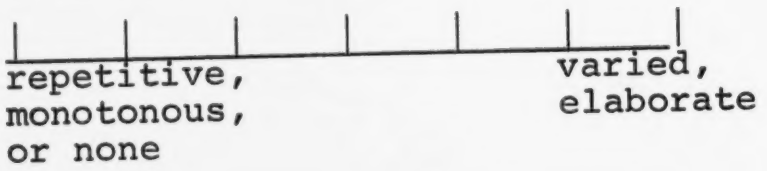
4. Sequential aspects of play--does the play with furniture and dolls follow step-by-step? Is there a sense of continuity from one play bit to the next?

B. *Complexity of Play*

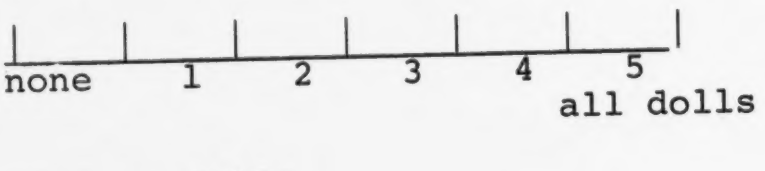
5. Furniture--how many pieces of furniture were used?



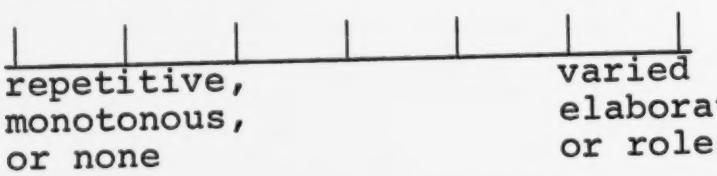
6. Variety of uses of furniture.



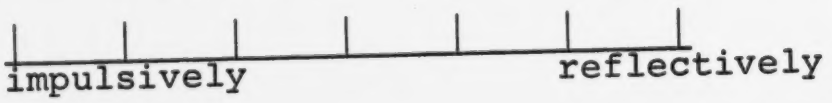
7. Dolls--how many were used in play? Number:



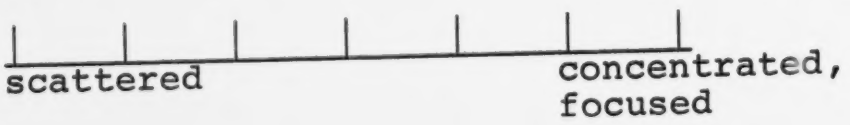
8. Variety of uses of dolls.



9. Reflectiveness--how does the child approach and begin to play with toys? Does he grab at them impulsively, or to comtemplate them, appearing planful in his use?

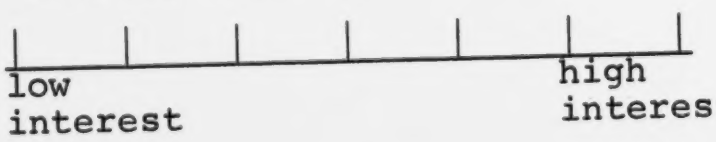


10. Attention--concentration or focus on play activity.

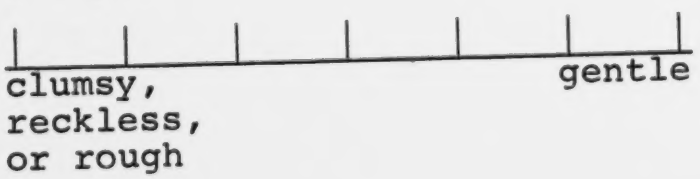


Involvement and Effectiveness with Toys

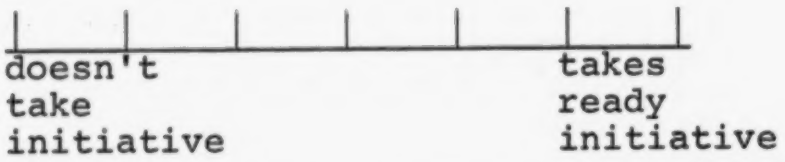
11. Interest in playing with toys.



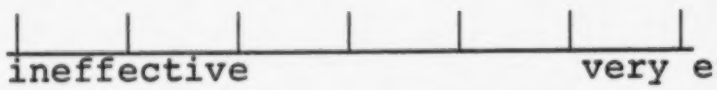
12. Handling of toys--general manner of grasping and manipulating toys.



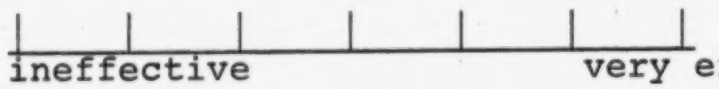
13. Initiative in playing with toys--plays without notable assistance from examiner.



14. How effective is child in manipulating furniture to make it do what he wants?



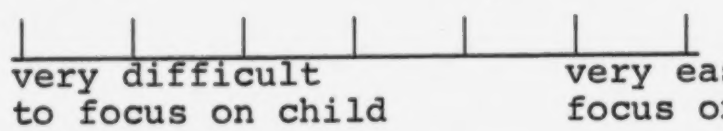
15. How effective is the child in making dolls do what he wants?



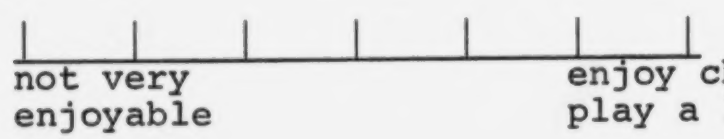
Interpersonal Behavior

A. Viewer (or examiner) affective response to child during play session--we assume a child "evokes" responses in the viewer (or examiner) and these are the responses *in yourself* that you are rating.

16. Is viewer engaged by child? Can you get involved with him and his play?

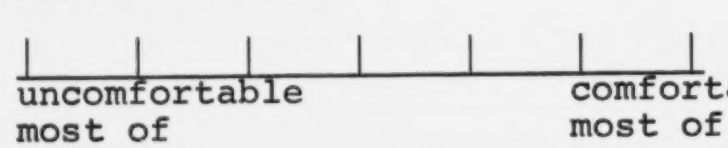


17. Do you enjoy watching the child's play?

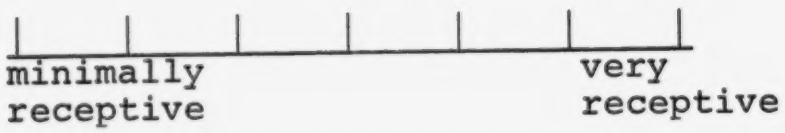


B. Child's affective response--viewer (or examiner) is now being asked his or her impression of child's affect as manifested during the play.

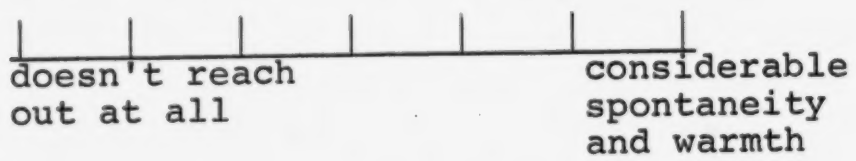
18. Child's emotional comfort.



19. Child's receptiveness to examiner's reaching out, warmth, etc.

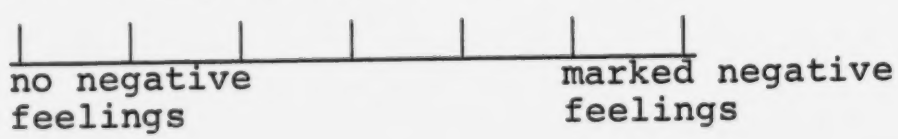


20. Child's spontaneous reaching out to examiner.



C. Responsiveness of dolls to one another--viewer is now rating interpersonal behavior between and among the doll family figures.

22. Negative feelings expressed by dolls to each other.



Psychosexual Content Rating Scale

(use attached manual for ratings)

Name_____ Sex: M F Code #_____

Rater_____ Rater_____ Date_____

	Doll Play	*Block Play*	*Behavior*
Oral Receptive	1._____		9._____
Oral Aggressive	2._____		10._____
Anal Expulsive	3._____	6._____	11._____
Anal Retentive	4._____	7._____	12._____
Phallic	5._____	8._____	13._____

Mark each of the thirteen variables on the following 6-point scale:

1 = none

2 = minimal quantity

3 = low moderate quantity

4 = high moderate quantity

5 = marked quantity

6 = very marked quantity

Manual for Rating
Psychosexual Content of Play

Oral Receptive

Play themes: survival, primarily centered about bodily care

1. concern with doll's mouth
2. feeding
3. cooking
4. concerns with kitchen furniture
5. eating and drinking
6. concerns with bodily care: cuddling and soothing, rocking, sleeping
7. peek-a-boo games
8. concerns with faces

Behavior during play:

1. mouth activity, mouthing, sucking, yawning, drooling
2. eating and feeding
3. clinging, rocking, sleeping, feeling, touching, rubbing
4. use of objects (things) for soothing and security through holding and touching
5. frequent or major startle response
6. playing peek-a-boo
7. mirror play without recognition
8. fixed smile responses

Behavior with examiner:

1. closeness and or avoidance: without content

Affects during play:

1. confidence
2. mistrust
3. greed
4. generalized irritability

Oral Aggressive

Play themes: survival, primarily concerned around results of rage at oneself and to others

1. biting, devouring
2. scolding
3. screaming
4. aggressive kissing
5. forced feeding
6. eating, and or immediately followed by disruption and disorganization
7. tearing, scratching
8. use of kitchen furniture in aggressive play
9. disorganized aggressive play in which dolls are interchangeable and show no individuality

Behavior during play:

1. biting of self and objects
2. picking, tearing, scratching at self or objects
3. verbal assertiveness, screaming
4. extreme and rapid mood swings
5. stranger discomfort (photographer) followed by disorganization and/or fear

Behavior with examiner:

1. moving away from examiner for content--poor exploration with frequent return to closeness for emotional reassurance

Affects during play:

1. stranger anxiety
2. separation anxiety (protest, despair, detachment)
3. stranger comfort
4. suspiciousness
5. anger expressed is clearly recognizable in oral terms (biting, verbal aggressiveness, tearing) and leads to destruction of self or object

Anal Expulsive

Play themes: maintenance of love--concerns about results of own rage on loss or maintenance of other's love

1. disorganized use of bathroom furniture
2. fighting between dolls, primarily butting, kicking, burying, drowning
3. messiness with play materials
4. water play: messiness and splashing, spilling, overflowing, getting water on self and all over
5. interest in the undersides and insides of things, trying to get the insides out
6. disorganized aggressive play in which dolls show individuality
7. preoccupation with smells

Behavior during play:

1. generalized oppositional behavior
2. tantrums
3. extreme mood swings
4. messiness: running nose with wiping, wetting pants, soiling
5. flatus, flatus-like noises
6. explosiveness in movements, awkwardness
7. unorganized aggressive behavior with hands, fingers, small muscle masses
8. unfocused profuse verbalization, cursing (dirty words)
9. slovenliness
10. dropping, misplacing, losing things

11. preoccupation with smells
12. leaves toys a mess, doesn't clean up
13. perseverative play

Behavior with examiner:
1. closeness to examiner; child feels examiner *must* watch what he is doing

Affects during play:
1. anger expressed by bodily activity, primarily muscular and by innundation
2. affection expressed by giving of gifts
3. pride in production and/or the product

Anal Retentive

Play themes: maintenance of love centered around pride in accomplishment through self (primarily bodily) control
1. bathroom focus
2. toileting of dolls
3. bathing
4. cleaning, setting things in order
5. creating boundaries with furniture
6. discipline with rules and orders, playing out of "chores"
7. getting things perfect
8. procrastination
9. obstinancy
10. concerns about punishment--spankings
11. collecting and hoarding
12. interest in tunnels, underground passages (with girls may be phallic)
13. water play: washing, cleaning, boating

Behavior during play:
1. concerns about rules, regulations
2. concerns about punishment
3. neatness, grooming, cleanliness
4. deliberate movements
5. negativism in regards to specifics
6. docility--compliance
7. procrastination
8. brooking no interference
9. picking at anus, ears, nose, any cavity
10. repetitive, controlled large muscle movements
11. mirror play with recognition and pleasure

Behavior with examiner:
1. "I'd rather do it myself." Pleasure in doing things on own without examiner's help or need for examiner's approval

Affects during play:

1. shame
2. disgust
3. doubt
4. pride in accomplishments particularly through self-control
5. anger expressed through bodily controlled aggressiveness and oppositional behavior
6. obstinancy

Phallic

Play themes: sex (genital preoccupation with triangular love-hate relations)

1. parent dolls embracing, kissing, dancing, jumping up and down on beds
2. child doll intruding into an heterosexual pair
3. play focused on genital areas
4. building of towers or enclosed spaces
5. concerns with missing and/or broken parts
6. concerns regarding which and what is bigger
7. concerns regarding where babies come from, how they are made
8. concerns regarding the anatomical differences between sexes
9. concerns regarding discovering and filling of cavities (purses, bags, etc.)
10. concerns regarding respiratory functions--air, etc.
11. flying
12. breaking into things
13. anything you can do I can do better "showing off"
14. competitiveness for goal--usually third party

Behavior during play:

1. active assertive exploration
2. genital manipulation or repetitive rubbing of body parts
3. showing off bodily prowess
4. coyness
5. flirting behavior, strutting, coquettishness
6. competitiveness--constructive aggression, intrusion--putting self into things--(assertion) I wonder what will happen if...
7. autonomy--self-assertiveness

Affects during play:

1. guilt
2. phallic or vaginal pride in body ("see how pretty [handsome] I am")
3. anger expressed verbally, fantasy, and physically toward specific body damage
4. jealousy